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ABSTRACT

Written in compliance with Federal requirements, this Idaho State Evaluation Report describes the progress of Idaho's migrant educational activities implemented under Title I, Elementary and Secondary Education Act (ESEA), as amended in 1966 under Public Law 89-750. The report is a summary of the 28 local district project evaluations. Enrollee participation during the regular school term included 4,937 students (preschool through grade 12); and 2,891 summer term students (preschool through age 14 or over). Twenty-four districts reported that project activities and services were designed to meet the needs of the migrant enrollee and were successful; three stated that the project was successful, but limited funds handicapped the total program. All districts felt the project had an impact on raising the level of educational attainment for the migrant participant. Sections cover: (1) exemplary program (teenage summer migrant program); (2) project data; (3) inservice training; (4) coordination with other programs; (5) nonpublic participation; (6) dissemination; and (7) program summary. The attachments provided include: a list of the Idaho migrant programs (FY 1973); the yearly report of the Migrant Education Resource Center; and an evaluation of migrant programs which lists the 22 objectives set forth by "Idaho State Plan, Migrant Education, Fiscal Year 1973, Title I ESEA", calls attention to successful practices, and summarizes areas in which improvements and/or additions might be desirable. (AH)

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# TITLE II ESEA

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# EVALUATION

# REPORT

# MIGRANT EDUCATION

*Fiscal Year 1973*

D. F. ENGELKING
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BOISE, IDAHO

RC008164

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IDAHO STATE DEPARTMENT OF EDUCATION

# TITLE I ESEA
# Migrant Education

## STATE ANNUAL EVALUATION REPORT
## Fiscal Year 1973
## (School Year 1972-73)

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## INTRODUCTION

This report describes the progress of the educational activities implemented under Title I of the Elementary and Secondary Education Act, Amended in 1966 by Public Law 89-750. It is written in compliance with federal requirements and outlines Idaho's efforts in providing supplementary educational services to migrant children during fiscal year 1973.

Each migrant director evaluates as objectively as possible the results of the program and submits a written report to this office. The report is a summary of the 28 local district project evaluations.

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EXEMPLARY PROGRAM

## TEENAGE SUMMER MIGRANT PROGRAM

The following narrative was submitted by Mr. Wesley Steck, Title I Director, School District Number 131, Nampa, Idaho. The report summarizes the teenage summer migrant program which was held in Nampa during the summer of fiscal year 1973:

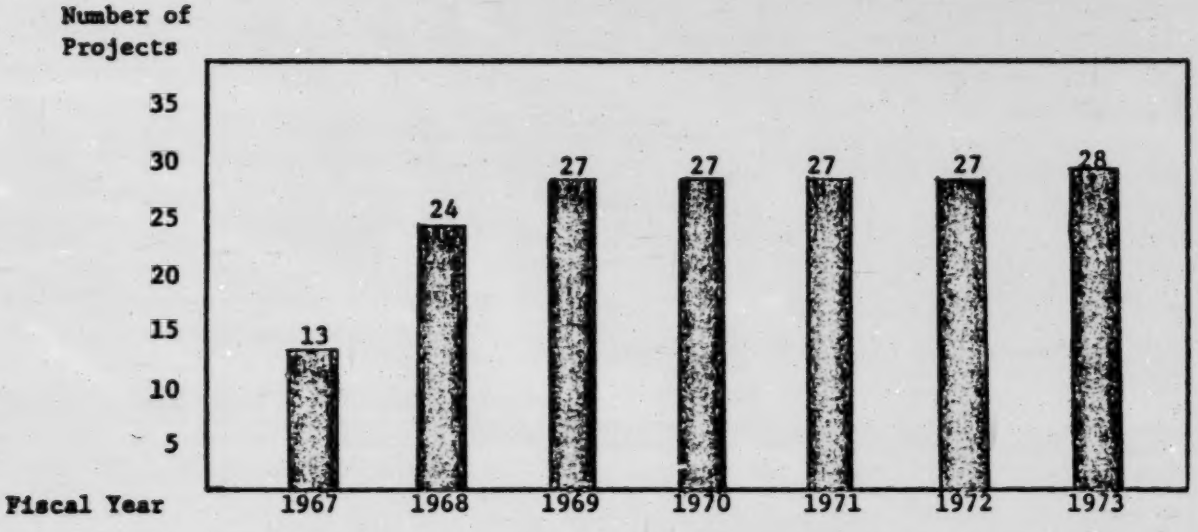
> "Over two hundred fifty migrant teenagers participated in a 1973 summer program for eight weeks from 7:00 p.m. - 9:30 p.m. Monday through Thursday at West Junior High School in Nampa. These students represented labor camps located in 7 different school districts (Melba, Marsing, Homedale, Parma, Vallivue, Wilder, and Nampa). Bus transportation was provided. Some students traveled over 40 miles daily to participate in the program. At the start of the program a recreation night was held each week that featured lifetime sports activities; but as the program progressed, students requested that the recreation time be discontinued and the regular academic classes be substituted. Students are to be commended for their continuing interest demonstrated by their regular attendance and class performance.
>
> Classes were conducted in subjects that had a high interest level for the participants. An average of 75 were enrolled in typing. Some of the students developed a high degree of proficiency and most of them indicated that they planned to continue developing the skill. Over 60 students, both men and women, were enrolled in homemaking. All received experience in both cooking and sewing. Each made a garment that could be used. Men made sport coats or shirts and the women made pant suits and dresses.
>
> Students were interested in the courses offered in both communication and mathematics. Classes were offered in reading and language development. Mathematics courses were practical in nature and centered around the daily problems the enrollees encountered. Emphasis was given to courses that would lead to satisfactory completion of G.E.D. tests in mathematics. One course of over 60 students made use of office machines, including calculators, cash registers and computers. Girls were especially interested in a cosmetology course that was given by the owner of a beauty salon. Care of the skin, makeup, and hair care were all included as part of the course.
>
> Woodshop and art were of interest to both men and women students. Participants not only learned the rudiments of the course, but also were interested in projects utilizing pottery, wood, paints, metal and other art media. Even though some of the students had worked long hours in the fields, they enjoyed a class of physical education at the close of the evening classes. Basketball, hockey, volleyball, tennis, and other games were played.
>
> Driver Training was an important part of the curriculum. Fifteen students satisfactorily completed the driver training program."

PROJECT DATA

NUMBER OF PROJECTS

| | |
|---|---|
| 2 | During the regular school term |
| 3 | During the summer school term |
| 22 | During both the regular and summer school terms |
| 1 | Migrant Education Resource Center |
| 28 | TOTAL |

The number of projects has grown from a total of 13 in 13 school districts during fiscal year 1967 to 28 in 27 school districts during fiscal year 1973. It is anticipated that there will be 30 projects during the regular and summer terms of fiscal year 1974. The following chart indicates the growth of the migrant program in Idaho over the past seven years.



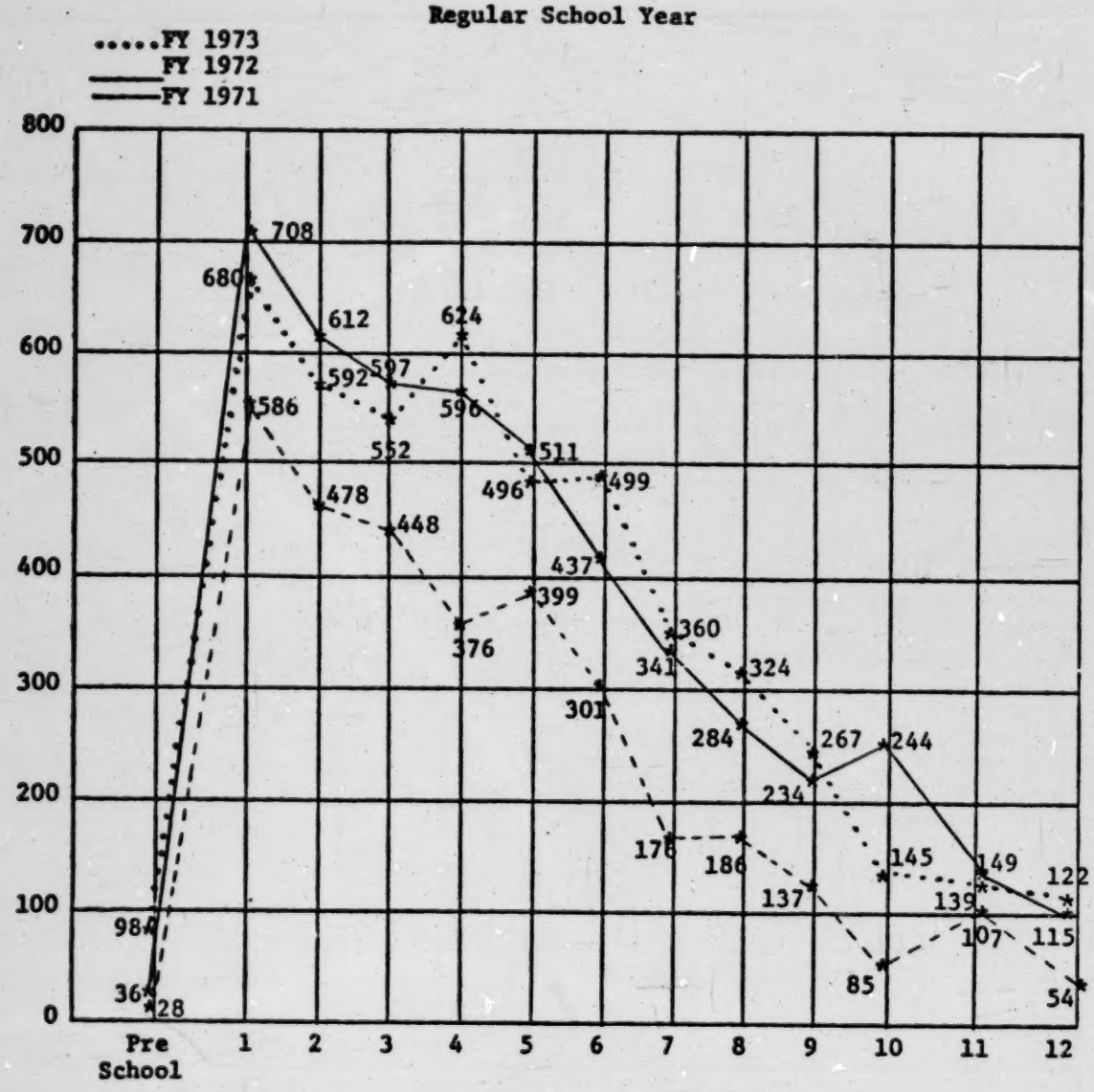
## ENROLLEE PARTICIPATION

### Regular School Year

| Grade | Girls | Boys | Total |
|---|---|---|---|
| Pre-School | 15 | 17 | 32 |
| Kindergarten | 34 | 32 | 66 |
| 1 | 310 | 370 | 680 |
| 2 | 275 | 317 | 592 |
| 3 | 258 | 294 | 552 |
| Non-Graded | 10 | 15 | 25 |
| 4 | 302 | 322 | 624 |
| 5 | 251 | 245 | 496 |
| 6 | 241 | 258 | 499 |
| Non-Graded | 3 | 11 | 14 |
| 7 | 173 | 187 | 360 |
| 8 | 180 | 144 | 324 |
| 9 | 142 | 125 | 267 |
| 10 | 70 | 75 | 145 |
| 11 | 63 | 76 | 139 |
| 12 | 62 | 60 | 122 |
| TOTALS | 2,389 | 2,548 | 4,937 |

GRADE LEVEL
COMPARISON OF ENROLLEES
FISCAL YEARS 1971, 1972, and 1973

Regular School Year

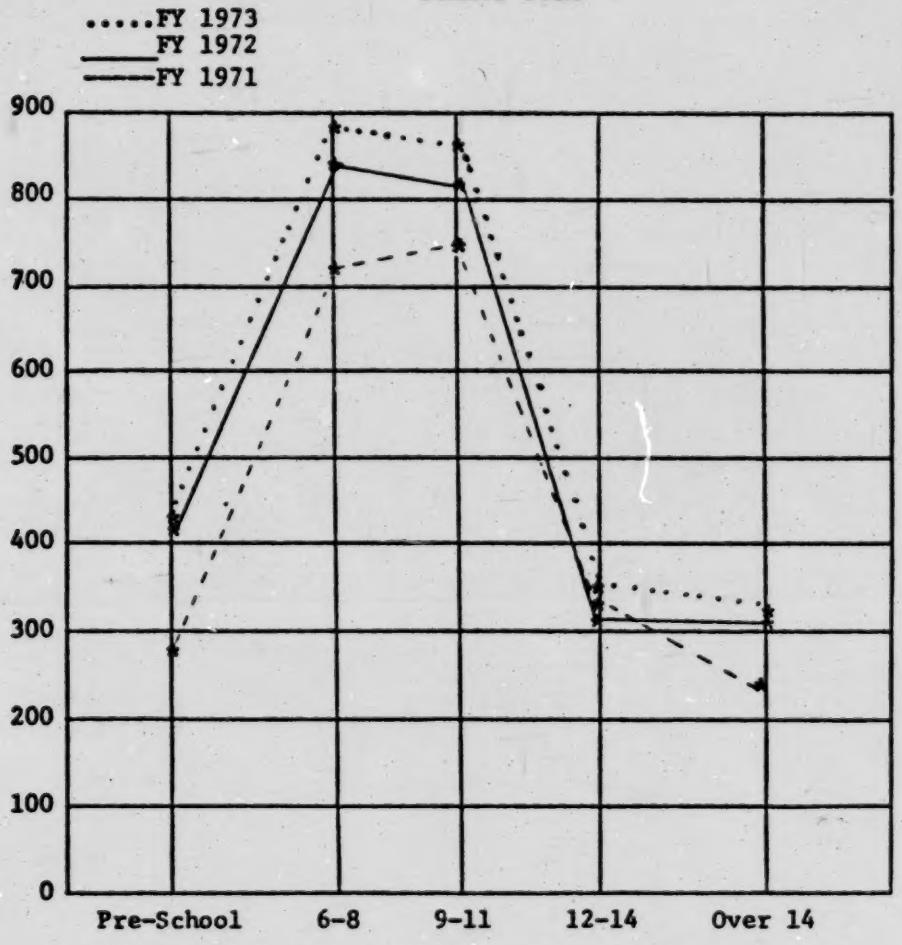


SUMMER TERM

| Ages | Girls | Boys | Total |
|---|---|---|---|
| Pre-School | 206 | 210 | 416 |
| Six to Eight years | 447 | 451 | 898 |
| Nine to Eleven years | 410 | 465 | 875 |
| Twelve to Fourteen years | 179 | 187 | 366 |
| Over Fourteen years | 173 | 163 | 336 |
| TOTAL | 1,415 | 1,476 | 2,891 |
| Total Regular and Summer | 3,804 | 4,024 | 7,828 |

AGE LEVEL
COMPARISON OF ENROLLEES
FISCAL YEARS 1971, 1972, AND 1973

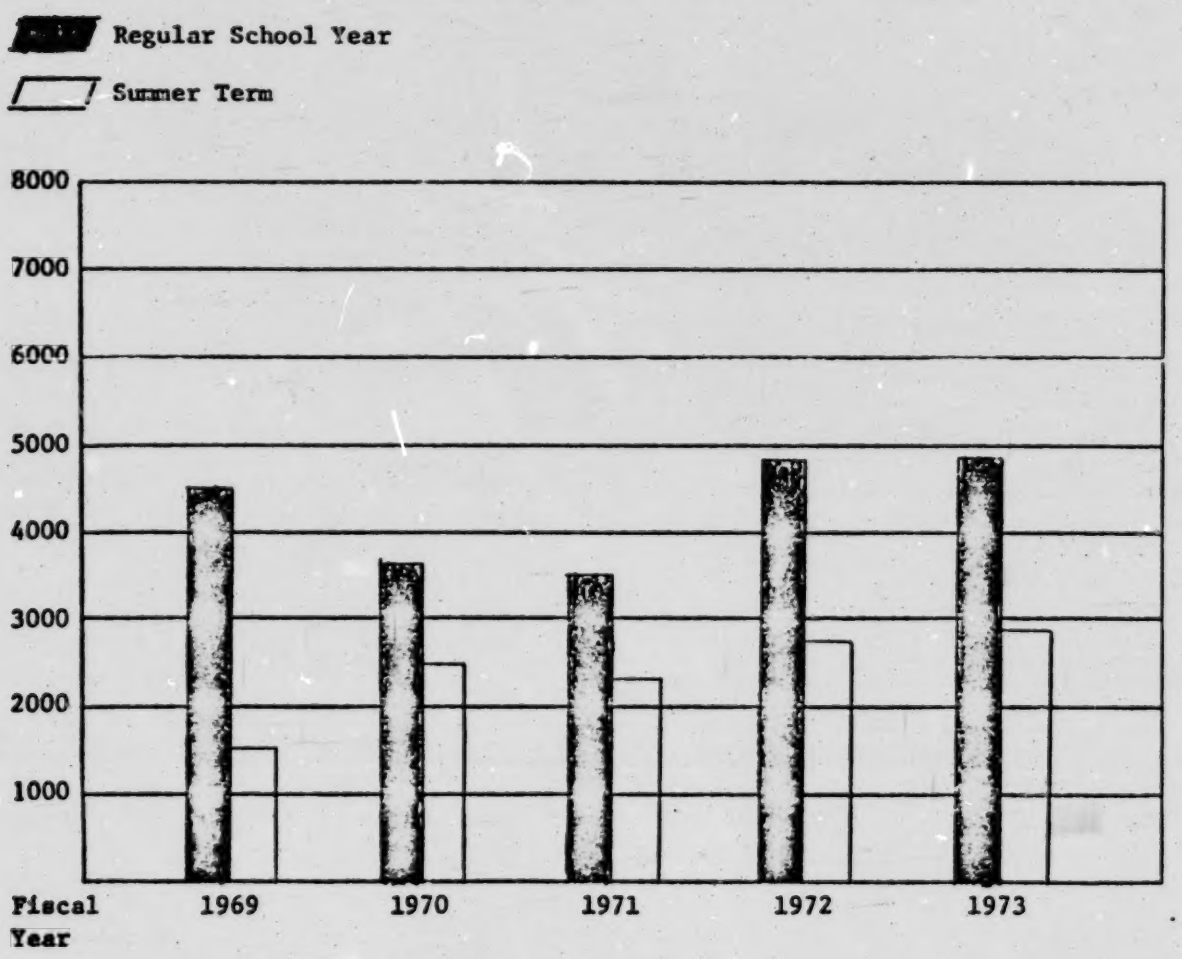
Summer Term



NUMBER OF MIGRANT PARTICIPANTS DURING PAST 5 YEARS

| Fiscal Year | Regular | Summer | Total |
|---|---|---|---|
| 1969 | 4,521 | 1,610 | 6,131 |
| 1970 | 3,868 | 2,484 | 6,352 |
| 1971 | 3,402 | 2,356 | 5,758 |
| 1972 | 4,909 | 2,714 | 7,623 |
| 1973 | 4,937 | 2,891 | 7,828 |

NUMBER OF MIGRANT PARTICIPANTS DURING PAST 5 YEARS



## HOME BASE FREQUENCY

| Texas: | Regular School Year | Summer | Total |
|---|---|---|---|
| Brownsville | 61 | 78 | 139 |
| Eagle Pass | 87 | 77 | 164 |
| El Paso | 59 | 41 | 100 |
| Harlingen | 59 | 88 | 147 |
| McAllen | 118 | 144 | 262 |
| Pharr | 254 | 268 | 522 |
| Uvalde | 10 | 10 | 20 |
| Other | 1,458 | 1,337 | 2,795 |
| TOTAL | 2,106 | 2,043 | 4,149 |

An analysis of the home base frequency indicates that over fifty percent of the migrant students are interstate transfers. Of this total, over ninety percent are from the Lower Rio Grande Valley Region of Texas. Other states most frequently mentioned as "Home Base" for the students are Arizona, Arkansas, California, Montana, New Mexico, Utah, and Washington.

The remaining students are intrastate transfers. These are the children of parents who make their home in Idaho but travel across the southern region in search of agricultural employment.

## INSERVICE TRAINING

### ANNUAL WORKSHOPS

The Sixth Annual Migrant Education Curriculum Workshops were held at West Minico Junior High School, Paul, Idaho, on April 7, May 31, and June 1, 1973 and at Sunny Ridge Elementary School and West Junior High School, Nampa, Idaho, on April 14, June 4, and 5, 1973.

One hundred seven administrators, teachers, and teacher aides attended the workshop on April 7, and 117 attended the one held on April 14. Sixty one percent of the participants rated the workshops as excellent, 30% as good, 8% as fair and 1% as poor. All participants interviewed gave high ratings to the workshops held May 31, June 1, 4, and 5 with the desire that motor perception be included again in subsequent workshops. There were 107 registered at the workshop on May 31 and June 1, and 164 were enrolled at the workshop on June 4 and 5, 1973.

Nancy Smither, Professor, College of Education, Pan American University, Edinburg, Texas delivered the keynote address at the April workshops. Other presenters were Lee Carter, State Supervisor of Industrial Arts Education, Idaho State Board of Vocational Education, and Erva Verner, resource teacher, Migrant Education Resource Center, Nampa, Idaho.

Guest lecturers at the Annual Workshops held on May 31, June 1, 4 and 5 were: Vidal Rivera, Jr., Chief, Migrant Programs Branch, Division of Compensatory Education, U.S. Office of Education; Dr. Nicholas J. Silvaroli, Director, Reading Education, Arizona State University, Tempe, Arizona; Professor Nancy Smither, College of Education, Pan American University, Edinburg, Texas; and Dr. Guillermina Engelbrecht, Elementary Education, Arizona State University, Tempe, Arizona. Additional workshop sessions were conducted by Dr. Roger Reynoldson, Consultant, Program Evaluation, Idaho State Department of Education; Bert Burda, Consultant,

Music Education, Idaho State Department of Education, and Erva Verner, resource teacher, Migrant Education Resource Center, Nampa, Idaho.

Terminal Operators of the Migrant Student Record Transfer System were in attendance at all workshops and were available for conferences. These Operators, along with Mrs. Ardis Snyder and Mr. Antonio Ochoa, attended the retraining sessions in Denver in July in preparation for the change over. They received special recognition for services rendered in the MSRTS.

## ON-SITE CONSULTANTS

Professor Nancy Smither, Pan American University, visited the classrooms of all migrant programs and held daily sessions with teachers from June 6 through June 21, 1973. Mrs. Smither's evaluation of these programs in relation to the objectives which are set forth in the state plan is included as a part of this report. (See Attachments)

Gordon Gochnour, Assistant Professor of Health and Physical Education, College of Idaho, Caldwell, Idaho, was a consultant for Physical Education and Motor Perception for migrant programs in Idaho. He made on-site visitations and held workshops in all districts conducting migrant programs. A report of his activities is on file in the State Office. Mr. Gochnour has worked with the migrant program in teacher education for the past five years.

Idaho participated in the Texas Migrant Interstate Cooperation Project. Melanie Trevino, School Librarian, Central Elementary School, McAllen, Texas, and Humberto Vela, Assistant Elementary Principal, Elsa, Texas, were assigned to Idaho. Mrs. Trevino made on-site visits and conducted workshops. A summary of her summer visitations is on file in the State Office. Mr. Vela was assigned to Wyoming and came to Idaho in the latter part of the summer.

Brent McDonald, Director, MERC, and Bill Richmond, photographer, assisted in setting up the Sixth Annual Migrant Education Curriculum Workshops. In

addition, they video taped all workshops and used them throughout the school year for staff in-service.

## STATE DEPARTMENT OF EDUCATION STAFF

Mr. D. L. Hicks, Program Administrator, Division of Federal Programs; Mrs. Ardis Snyder, Consultant, Migrant Education; and Mr. Antonio Ochoa, Consultant, Migrant Education, provided the leadership from the State Education Agency. Mrs. Sara Fowler, Consultant, Compensatory Education, and Dr. Roger Reynoldson and Mr. Don Carpenter, Evaluation Section, participated in the summer workshops.

The staff of the Idaho State Department of Education, Migrant Education Section made a total of 156 visits to the 28 Local Education Agencies' programs during fiscal year 1973. This was an average of six visitations to each program.

The consultative staff was further strengthened by the employment of Jose Gonzales, teacher, Carrizo Springs, Texas. Mr. Gonzales returned to Idaho for the sixth consecutive summer.

## COORDINATION WITH OTHER PROGRAMS

The migrant program in Idaho is a subsidiary of the regular Title I, ESEA. Consultants in the State Education Agency assist in providing services in both programs.

Reports indicate that all resources of the school districts are available to the migrant program. The following quotations were taken from the summaries submitted by Snake River School District No. 52 and Glenns Ferry School District No. 192, respectively.

> "Library materials purchased with Title II funds were used, materials purchased with Right-to-Read funds, equipment from NDEA, Head Start materials, and software and hardware from Title III projects were used in the implementation of the program. Adult Basic Education funds were

used to augment the teenage and adult portion of our summer migrant school. Our lunch and breakfast programs were implemented through support of the federal hot lunch program with the exception of salaries. NYC participants worked in our program as clerical, instructional, and kitchen aides. In short, we tried to mobilize all of the resources of District #52 to meet the needs of the migrant students we were serving."

"It takes the total school to make a Migrant Education Program function. We use the library where Title II and NDEA monies have bought books. We use the gym where Title I, Title III and school district monies have bought equipment. We use hot lunch where federal and local monies have bought equipment. It takes all past local, state, and federal monies to make a good program."

## NON-PUBLIC SCHOOL PARTICIPATION

Three Local Education Agencies reported participation of non-public school students in the migrant programs, while 24 reported there were no non-public schools in their districts. One district reported participation during both the regular school year and the summer term and two districts reported participation during the summer term only.

According to reports, the same personnel, services, and materials which were available to the students in public schools were also available to the students in non-public schools. Participation by these students was encouraged.

## DISSEMINATION

### STATE EDUCATION AGENCY

The State Education Agency prepared and distributed a brochure describing migrant education activities in the State of Idaho. The brochure lists the school district, location, and dates of the programs in both English and Spanish. It also describes the educational activities as well as transportation needs, cultural enrichment activities, etc., which are provided.

This brochure was distributed to school districts, Chambers of Commerce, Labor Camps, etc., throughout southern Idaho. In addition, a supply was mailed to the school districts in the Lower Rio Grande Valley of Texas.

"Children of the Sun," a 13 minute, 16 mm color film, continued to be used in the dissemination of information. The film is a human interest story involving children of migrant families and their education in Idaho.

A pamphlet explaining the Migrant Student Record Transfer System was prepared and distributed to all school districts in Idaho. The pamphlet discusses the purpose, functions, and benefits of the MSRTS.

The State Education Agency also has made available the handbooks for Migrant Education - "Learning Together" and "Learning Together No. 2," as well as the yearly evaluation report.

## LOCAL EDUCATION AGENCY

The Local Education Agency is responsible for disseminating information concerning its program. A variety of methods were used for this purpose during fiscal year 1973.

| Methods | Number of Districts |
|---|---|
| Bulletins | 18 |
| Conferences | 19 |
| Letters | 15 |
| Personal Contacts | 22 |
| Written Reports | 6 |
| Visitations | 24 |
| Newspapers | 20 |
| Civic Group Appearances | 2 |
| In-Service Education | 9 |
| Newsletters | 7 |
| Radio | 6 |
| Telephone | 18 |
| Others | 3 |

PROGRAM SUMMARY

## STAFF UTILIZATION

The tables shown below indicate the number of teaching and non-teaching positions and cost of salaries during fiscal year 1973.

| | Number of Positions Full or Part Time | |
|---|---|---|
| Teaching | Regular | Summer |
| Pre-School | 2 | 16 |
| Elementary | 15 | 93 |
| Secondary | 3 | 18 |
| TOTAL | 20 | 127 |
| Non-Teaching | | |
| Community Contact Representative | 5 | 5 |
| Clerical Worker | 9 | 10 |
| Counselor | 3 | 2 |
| Librarian | 2 | 3 |
| Nurse | 4 | 6 |
| Psychologist | 1 | 1 |
| Social Worker | 2 | 2 |
| Supervisor-Administrator | 6 | 20 |
| Teacher Aides | 32 | 99 |
| Others | 2 | 57 |
| TOTAL | 66 | 205 |
| TOTAL ALL STAFF | 86 | 332 |

Total number of teaching staff members that are bilingual . . . . . 41

Total number of non-teaching staff that are bilingual . . . . . 78

Total number of migrants working in the program . . . . . 45

## COST OF SALARIES

| | Regular | Summer | Total |
|---|---|---|---|
| Teaching Positions | $ 83,646 | $114,045 | $197,691 |
| Non-Teaching Positions | 100,514 | 88,498 | 189,012 |
| TOTAL ALL STAFF | $184,160 | $202,543 | $387,703 |

In addition to the classroom activities, a total of 912 home visitations were made by the teaching staff. This number did not include incidental visits which were made by aides, employees living in the camps, SDE personnel, recruiters, and others.

Instructional aides, clerical workers, and library aides were employed to provide supplementary instruction. These aides assisted the teachers in the individualization of student programs in the area of basic skills. They were selected, when possible, from the migrant population of the community.

## METHODS OF INSTRUCTION

The migrant education programs in Idaho use a variety of techniques of instruction. The methods used and the number of districts using each approach as indicated on evaluation summaries include:

| Method | Number of Districts |
|---|---|
| Experience Curriculum | 21 |
| Oral Language Development | 26 |
| English as a second language | 21 |
| Basic Skill Instruction | 26 |
| Art, Including Crafts | 25 |
| Music | 25 |
| Field Trips | 25 |
| Physical Fitness | 26 |
| Outdoor Recreation | 22 |
| Sewing | 13 |
| Cooking | 7 |
| Others | 9 |

## COMMUNITY PARTICIPATION

Volunteers were encouraged to assist with parties and open houses, to chaperone field trips, and serve as instructors in recreational programs. Local Education Agencies have reported an increased interest on the part of parents in serving as volunteers.

| Participants | Number |
|---|---|
| Parents | 1,768 |
| High School Students | 322 |
| College Students | 82 |
| Others | 231 |

In addition to these volunteers, school board members, city council staff, members of chambers of commerce, Shriners, and businessmen made their services available and cooperated in making field trips informative and interesting.

## GENERAL SUMMARY

Twenty-four districts reported that the project activities and services were designed to meet the needs of the migrant enrollees and were successful. Three stated that the project was successful, but limited funds handicapped the total program.

All districts felt that the project had an impact on raising the level of educational attainment for the migrant participant.

IDAHO MIGRANT PROGRAMS

FISCAL YEAR 1973

**District**

Snake River #42 #52
Blackfoot #55
Firth #59
Idaho Falls #91
Nampa #131
Nampa #131 (MERC)
Caldwell #132
Wilder #133
Notus #135
Parma #137
Canyon #139
Cassia Co. #151
Glenns Ferry #192
Mountain Home #193
Fremont Co. #215
Emmett #221
Wendell #232
Jefferson Co. #251
Valley #262
Minidoka Co. #331
Marsing #363
Bruneau-Grand View #365
Homedale #370
American Falls #381
Twin Falls #411
Buhl #412
Murtaugh #418
Weiser #431

## MIGRANT EDUCATION RESOURCE CENTER
Nampa, Idaho

### EVALUATION SUMMARY

The Idaho Southwest Migrant Education Resource Center is located at 312 Third Street South, Nampa, Idaho. The building has proved to be adequate in arrangement and accessibility. Expansion of services has made it increasingly evident that consideration needs to be given to providing additional space.

The Resource Center staff members have continued to evaluate assigned services during the 1973 fiscal year. Continuing appreciation is extended to the State Department of Education, Title I Staff for their interest and constructive suggestions in all activities of the center. Out of State consultants have used the center as a home-base performance office. Administrators in participating schools are commended for their interest in the center and an appreciation is extended for their helpful recommendations. Cooperating agency representatives have visited the center and have made worthwhile comments.

Professional staff of the Resource Center have endeavored to keep lines of communication open with the staff of participating member schools. Resource Center personnel have participated in in-service education programs, have explained services to local agency staff members, have conducted workshops, and have been participants in the regional workshops sponsored by the Idaho State Department of Education personnel.

Staff members include one full time and one part time contact representative who has given valuable service to school districts. Innumberable home visits have been made to encourage students to improve attendance at school. The home contact representatives are bilingual and have had continuing success in working with migrant families. Their role has included individual counseling of students, assisting in securing personalized health information, and in referring migrant families to appropriate agencies that provide services to meet their specific needs.

They have assisted in lowering the drop-out rate in the Junior and Senior High Schools. The counselor has encouraged participation and involvement in school activities, has worked as a liaison between the student, the parents, and the school. He has encouraged students to keep physically fit, mentally alert, and develop a moral character that is of benefit to them.

The Migrant Resource Center has developed slides and video tape presentations that depict migrant educational programs. These materials have assisted in fostering a better community understanding of migrant problems.

The Migrant Record Transmittal terminal has become an effective part of the migrant education resource program. The chief and assistant operator have been most efficient in securing, recording, and transmitting data that enables professionals to make maximum use of the data information.

A Title I resource curriculum consultant has assisted in developing curriculum programs that are designed to meet the individual needs of the migrant enrollee. She has assisted in diagnosing and prescribing for individual and group enrollee

problems. A number of hand-out materials have been disseminated to assist teachers in making programs more effective.

The Migrant Education Resource Center director has served to coordinate the program for maximum effectiveness. Effective use has been made of printed and non-printed media, including tailor made materials by the center's graphic artist and photographer, and copyrighted materials that have been selected for participating schools to review and use.

The following services and activities have been a part of the program of the staff of the Migrant Education Resource Center:

- demonstrations have been given by the staff
- assistance has been given local agencies in the planning, implementing, and evaluation of local programs
- on-site visitations have been made to participating districts, materials of instruction have been recommended, and conferences have been held to increase program effectiveness
- in-service education programs have been conducted related to the producing, presenting, and selecting of materials recommended for migrant enrollees
- in-service education programs have been provided by the center to develop further competencies in English as a second language, and in bilingual and cultural awareness
- professional materials have been disseminated that have information for professionals in migrant programs
- materials were recommended, suggested activities presented, and techniques of instruction prescribed
- the transmittal of migrant records through the migrant student record transfer system that is the first nationally automated communication system serving the field of education
- programs have been presented to community groups to interpret the bilingual bicultural migrant program
- information has been given professionals to develop an awareness of cultural differences
- the encouraging of professionals to come to the center, select materials or to place an order for original materials to be produced to meet a specific curriculum need.

The Title I staff representatives of the State Department of Education made periodic evaluations and an on the site summary evaluation in order that the center may continue to refine the program.

Professor Nancy Smither, Pan American University, Edinburg, Texas served as a guest lecturer for the Idaho Migrant Workshops during the summers of 1972 and 1973. She participated in three workshop series prior to on-site visitations to the Local Education Agencies Migrant Programs during the month of June, 1973.

Mrs. Smither's observations, comments, and recommendations in relation to the objectives as set forth in the state plan are presented in the subsequent pages.

# EVALUATION OF MIGRANT PROGRAMS

Nancy Smither

Before attempting this evaluation, it seems appropriate to make a statement of this evaluator's acquaintanceship with the migrant education program of the State of Idaho:

1972: Consultant with Leonard Olguin at the May-June Annual State Workshops.

1973: Keynote speaker and consultant for intensive training sessions at the April Spring Planning Conferences.

Consultant with Nicholas Silvaroli at the May-June Annual State Workshops.

Consultant to workshops held at 12 central sites for the administration, faculty and staff (as well as NYC student helpers, community volunteers, and Teacher Corps participants) of every summer migrant program in the state.

Visitations during June, 1973 to:

All of the summer migrant programs of the state while school was in session.

All of the state's terminals for the Migrant Student Record Transfer System.

Evening teenage programs.

Overnight campout for students.

The format of this evaluation will be:

1. To list the objectives set forth by "Idaho State Plan, Migrant Education, Fiscal Year 1973, Title I ESEA."
2. To call attention to those practices which seem to be particularly successful.
3. In a final summary statement, to suggest areas in which improvements and/or additions might be appropriate or desirable.

1. PROVIDE LEADERSHIP IN MOTIVATING AND ASSISTING THE LOCAL EDUCATION AGENCIES WHICH HAVE A CONCENTRATION OF MIGRANT CHILDREN.

There is considerable evidence that state personnel have been successful in motivating and assisting the Local Education Agencies who have summer migrant programs. Evidence has been observed that the following sorts of efforts are being made:

1. Assistance with budgeting, obtaining, and amending funding.
2. Assistance in needs assessments of their project school population and later of their actual school population.
3. Assistance with recruiting.
4. Acting as liaison with other state agencies in order to obtain their services and assistance.
5. Continuing conferences throughout the entire calendar year with administrators and community leaders from the sites of the various Local Education Agencies.

One other relatively intangible but important bit of evidence that leadership is being provided is that there is a general feeling of cordiality and confidence exhibited in the conferences and informal conversations between representatives of the Local Education Agencies and the State of Idaho migrant program.

2. ESTABLISH AND IMPROVE EDUCATIONAL PROGRAMS TO MEET THE UNIQUE NEEDS OF ALL MIGRANT CHILDREN.

Before one can consider the needs of all migrant children, it should be clearly defined that not all migrant children are Mexican American nor are Mexican American children all migrants. However, the principal thrust of the State of Idaho's program has been to provide for the needs of Mexican American migrant children since it has been estimated that 90 percent of the migrants in

Idaho are Mexican Americans. It has also been established that the majority of these children and their families originated in Texas.

There is evidence that the following efforts have been made to meet "the unique needs of migrant children":

1. Spanish language materials are being used in many classrooms, and children are helping some of their teachers to learn the pronunciation of Spanish and the use of Spanish phrases.

2. Mexican American aides have been employed when available and there are several more Mexican American faculty members this year than in any previous year.

3. Many classrooms are exhibiting objects from Mexico and/or the border area and Mexican fiestas, food, songs, dances are being utilized in the regular curriculum, at least in some classrooms.

4. Several Spanish-speaking community volunteers, both teenage and adult, are working in some of the districts' programs.

5. Representatives from the Texas Education Agency are being employed in the state to assist at the state level.

6. In most communities, a concerted effort is being made to recruit those school-age children who are living in migrant camps as well as in the communities of the school district.

7. Many components of the program such as food services, evening teenage programs, individualized instruction, special emphasis on oral language development, and investigation into the housing situation of migrant families are efforts to meet the needs of migrant children.

It seems relevant to comment that the education of these children does not seem to be viewed as a purely cognitive process, and an attempt is being made to meet the needs of the "whole child."

3. <u>INITIATE AND CONDUCT PROGRAMS FOR STAFF DEVELOPMENT FOR SCHOOL PERSONNEL IN THOSE LOCAL EDUCATION AGENCIES WHICH OPERATE SPECIALIZED MIGRANT PROGRAMS</u>.

See Inservice Training on pages 8, 9, and 10.

4. COOPERATE WITH OTHER STATE MIGRANT PROGRAMS AND THE MIGRANT STUDENT RECORD TRANSFER SYSTEM AND PARTICIPATE IN REGIONAL WORKSHOPS.

"COOPERATE WITH OTHER STATE MIGRANT PROGRAMS" is covered in #5, "THE MIGRANT STUDENT RECORD TRANSFER SYSTEM" is covered in #23, and "PARTICIPATE IN REGIONAL WORKSHOPS" is covered in #3.

5. PARTICIPATE IN COORDINATION EFFORTS WITH STATE AND OTHER AGENCIES WHICH SERVE THE MIGRANT CHILDREN OF IDAHO.

The following situations and activities were observed during visitations to the migrant programs:

1. Those persons working with the Record Transfer System are initiating records for those children who do not have them, making appropriate entries on those with existing records, and reporting that they now have better continuity and more information than for any previous year.

2. The State Department of Education Food Services Division is providing supervision for the food preparation staffs, helping to design menus for the summer, and helping to distribute commodities obtainable from the U.S. Department of Agriculture.

3. There is evidence of consistent cooperation with Headstart and state health programs in those communities where these services are available.

4. One and one-half representatives from the Texas Education Agency are working in Idaho during 1973. One former Texas Education Agency representative is currently employed by the State of Idaho on the regular staff.

5. The National Migrant State Directors' Conference is attended regularly by Idaho staff.

6. The terminal operators have attended all the training sessions provided for them in the region.

7. Representatives of the Idaho State Department of Education have regularly attended the McAllen Conference held usually in October in McAllen, Texas.

There seems to be a consistent effort to participate with in-state and other-state programs and agencies which would provide services to the migrant children of Idaho.

6. DISSEMINATE INFORMATION AND MATERIALS.

See Dissemination on pages 11 and 12.

7. PROVIDE INDIVIDUALIZED INSTRUCTION TO MEET THE INDIVIDUAL NEEDS OF EACH STUDENT.

Many districts are using the open classroom and/or team teaching in order to achieve improved individualized instruction. Some schools seem to have a nearly totally individualized instructional program with records of progress for each individual in the classes and with each individual moving at his own speed. One school has a "floating teacher" whose sole responsibility seems to be helping individuals who come to him for specific help. All of the districts seem to be aware of the need for individualized instruction and desirous of meeting the individual academic needs of each student and to be making efforts to design a program which will accomplish this end.

Every district is using materials from their regular winter school programs and supplementing these materials with those bought with migrant summer program funds. The major areas in which individualized instructional materials seem to be available are mathematics and reading.

There seems to be a continuing effort to use informal inventories in the classroom, many of them teacher constructed, to determine the individual student's status and progress.

Flexibility of curricular offerings is one of the attempts being made to more nearly individualize instruction.

8. PROVIDE AN EXPERIENCE CURRICULUM.

All of the summer migrant programs of the state are providing two or three field trips for their entire student body during the summer term. Several programs are providing weekly field trips. At least one program is providing a weekly field trip as a springboard for that week's curricular offerings which are arranged thematically and tied in to that week's field trip.

Some of the summer migrant programs are providing extensive and unusual field trips. One school system is taking all of their elementary school students who wish to participate and who have their parents' permission to a camp in the mountains. The children are being taken in two groups. One week the boys went on Wednesday, spending Wednesday and Thursday nights and returning home on Friday afternoon. On the following week, the girls had the opportunity for the same adventure. The director, some teachers, aides, and food preparation personnel accompanied the children. Another summer migrant program took its children to Yellowstone National Park for an overnight trip. Still another made an overnight journey to the Craters of the Moon, and another made a day trip into the snow area so that the children could see and play in the snow.

In nearly every classroom, an attempt was being made to provide sensory perceptual learning experiences by having things available to encourage children to touch, smell and taste as well as see and hear. There seems to be an effort to make learning more nearly a physically active than physically passive experience.

In several classrooms, animals had been brought in for the children to see and touch. A lamb, a puppy and some chickens were observed, all in different classrooms. In other classes, interesting experiences with animals were being provided. One class was hatching duck eggs and another class was eagerly awaiting the arrival of some baby guinea pigs. Many classes had aquariums.

In several schools, classes were engaged in sprouting seeds, growing plants in the classroom, making and planting terrariums, and various activities with plants both from the scientific point of view and also as a pleasant hobby.

Many teachers are making an effort to familiarize their students with the products, geography, history and folklore of the State of Idaho and are also encouraging their students to talk about their homestates.

In the early grades, teachers were observed explaining foods that were being eaten in the cafeteria before their classes went to lunch and then talking about them and what the food consisted of and what farm products were used in their preparation after the class returned from lunch.

One school was making an attempt to familiarize the older students with the agricultural production, harvesting, processing, and uses of some of the crops in which they and their families had been involved.

9. PROVIDE APPROPRIATE, EFFECTIVE, AND SEQUENTIAL LANGUAGE DEVELOPMENT PROGRAM.

There seems to be general though not universal realization among faculty and staff that, in order to be appropriate or effective, a language development program must be sequential. The first step in the sequency must be acquiring the ability to understand the English language and secondly to be able to make original utterances independently. Both of these tasks should be accomplished by the child before he begins to read in that language. Several of the districts in the state seem to be operating on this premise.

A wide variety of commercially prepared language development and language acquisition programs are being used in the different districts of the state. By and large, the faculties report satisfaction with the use of these programs.

There seems to be general agreement among the teachers that it is appropriate to use the vocabulary of the children themselves and to make experience charts for the children and record them in whatever language or form of language that the child himself uses.

10. IMPROVE VERBAL AND NON-VERBAL COMMUNICATION SKILLS; IMPROVE THE ACADEMIC SKILLS.

The part of this objective which concerns "IMPROVE THE ACADEMIC SKILLS" is covered in item #19.

In addition to the use of a variety of materials and some evidence of knowledge of oral language learning and of appropriate teaching techniques, the most significant contribution which teachers are making toward helping children improve their communications skills is the provision of an atmosphere in most classrooms in which children feel safe enough to try to express themselves and therefore to learn. There seems to be a general consciousness that children must have this security in order to venture out into the world of the classroom and thereby enter into a communications situation which affords them with the opportunity to improve their communications skills.

11. PROVIDE ADEQUATE PROFESSIONAL STAFF, FACILITIES, AND INSTRUCTIONAL EQUIPMENT FOR MIGRANT EDUCATION PROGRAMS.

In all programs, there are small classloads and aides provided to assist the teachers.

Apparently a consistent effort has been made to provide Spanish-speaking teachers and aides when they were qualified and available.

In all programs, the regular school facilities of the library, their AV hardware and software were made available to the summer program. Also, the special materials such as individualized math and reading programs which are used during the regular school year were made available to the summer migrant programs and supplemented by their purchases from migrant summer funding.

In all but one or two school districts, the best physical plants of the district were being made available for the summer migrant program. In every case, when a school district had an air conditioned building available, that building was being used.

One interesting feature in the state's efforts to provide adequate facilities for their summer programs, is that secondary schools have been opened up for use in the evening for the teenage migrant workers programs. This has been one of the factors in the success of these programs, since the teenagers feel more at home, more comfortable, more accepted in a secondary school than they would in a classroom intended for children under twelve.

12. PROVIDE MIGRANT CHILDREN WITH EXPERIENCES AND INSTRUCTION FOR PERSONAL RESPONSIBILITIES AS CONTRIBUTING MEMBERS OF SOCIETY.

All programs show evidence of a consistent attempt to provide children with practice in oral language development and literacy in the English language.

Most classrooms are run on the basis of good citizenship in that classroom as a requisite for successful participation. Information about United States citizenship is offered in some classes.

Driver education is being offered in the evening teenage programs. In so far as possible under the limited time schedule of the evening classes, teenagers are being given an opportunity to learn some productive vocational skills.

In such activities as field trips involving overnight camping, children are divided into teams which have been given specific housekeeping and kitchen responsibilities which they seem to be performing with success and gusto. Probably the most clear cut evidence of children assuming personal responsibility to the group was observed in these "away-from-school" or field activities.

13. PROVIDE ADEQUATE NUTRITIONAL PROGRAM, INCLUDING BREAKFAST, CLASS "A" LUNCH, AND AFTERNOON SNACK PRIOR TO DISMISSAL. PROVIDE NECESSARY HEALTH AND MEDICAL SERVICES.

Breakfast, hot lunch, and an afternoon snack are provided in every program of the state.

Each district of the state has a health component written to its application for funding. This money is largely intended to take care of emergencies. Several programs provided a part-time registered school nurse.

Within the available funding, it appears that conscientious efforts are being made to provide necessary health and medical services.

Although there is naturally a variation in the food services provided, all of the lunches being served were found to be palatable and nutritious.

14. SUCCESS EXPERIENCES EACH DAY FOR EVERY CHILD.

At the state office level and throughout the state in the various Local Education Agencies, there is evidence that a conscious, consistent effort is

being made to provide success experiences for the children involved in the summer migrant program. This is not only a matter of philosophy and attitude on the part of administrators, faculty, and staff, but it can be observed in operation in the majority of the classrooms.

The following evidence might be noted:

1. A sincere effort to provide individualized instruction for the children is being made in many classrooms.

2. A wide variety of classroom activities is provided so that more children can find something to do successfully.

3. Verbal and non-verbal approval is expressed toward the children by most teachers and aides on a consistently high level.

4. Small groups provide more contact with teacher and aide for each individual child, and this necessarily results in more feedback to each individual child on how he is faring.

5. Traditional grading seems to be held to a minimum in most classrooms.

6. A great deal of work, whether it be art work or written work, is displayed in classrooms.

7. A good many classrooms projects seem tailored specifically to improve self-image of children.

8. There seems to be a minimum of traditional "seatwork" or busywork or other relatively meaningless activity.

9. A high level of interaction on the playgrounds and in physical activities provides success experiences for many children who may not find them in the regular "academic" classroom.

10. Some truly exciting recreation programs and field trips offer opportunities for successful participation and new experiences to nearly every child involved in any of the programs.

15. <u>PROVIDING ENRICHMENT EXPERIENCES FOR THE DEVELOPMENT OF AN EXPERIENCE CURRICULUM.</u>

See Item #8.

16. PROVIDING SPECIAL SUMMER PROGRAMS FOR PRESCHOOL AND SCHOOL AGE CHILDREN.

As a general practice in the school districts of the state, preschool-age children—some as young as three and even two and one-half years of age--are being accepted in preschool groups, particularly under two conditions:

1. When the attendance of such a young preschool child will make it possible for an older school-age brother or sister to attend, since they will be relieved of babysitting during the working day of the parents.

2. When no other community agencies are available for the young preschool child's care.

It was noted that most of these very young children were largely Spanish-speakers and that Spanish-speaking aides and/or faculty members were provided in most of the programs.

17. PROVIDING APPROPRIATE EVENING ACTIVITIES FOR THE WORKING TEENAGERS.

Several summer migrant education programs have components designed to meet the needs of working teenagers. Probably the largest such program in the state is situated in the Nampa School District. This program has an average evening attendance on Mondays, Tuesdays, Wednesdays, and Thursdays of approximately 150 teenage migrant workers. This program serves the camps and resident areas of the Nampa School District as well as the camps situated in the school districts of Canyon, Homedale, Marsing, Melba, Parma, and Wilder.

Monday, Tuesday, and Wednesday of each week are devoted to woodworking; foods and clothing; arts and crafts; math; driver education; typing; oral language development; English as a second language, which is largely intended for recently-immigrated students; as well as a library with a large variety of AV equipment, individual carrels and quite a good stock of soft ware.

One of the interesting features of Nampa's evening program for teenagers is the fact that woodworking, foods, clothing, arts, crafts--all of the classes--are open to boys and girls. There are special classes in woodworking for girls, as well as foods and clothing for boys, and students for both sexes were actively involved in making useful items in all of these classes.

Every Thursday evening is devoted to "fun" night. One Thursday will be a swimming party, another Thursday will be devoted to bowling, another to roller skating, and on every Thursday evening a number of teenagers are discovered who have never before participated in these particular activities. It is estimated that attendance on Thursday night is approximately 20 persons larger than on the Monday, Tuesday, and Wednesday evening classes, but it is also estimated that many of those students who come for the first time on Thursday are joining the program and becoming regular in their attendance of the more academic-type work.

It is obvious that these students are receiving training and information which they not only enjoy but feel a real need for. The high attendance and the generally joyous atmosphere of the entire program provides strong testimony that this objective is being well met.

18. IMPROVEMENT OF ACADEMIC SKILLS.

In most of the Local Education Agencies observed across the state, the improvement of academic skills seemed to be the major thrust of the program. Some of the factors which apparently are bringing success to the achievement of this objective are:

1. Small class loads for each teacher.
2. An aide for nearly every teacher.
3. The use of some non-traditional approaches, such as team-teaching, open classroom, limited or no use of standard, grade level textbooks.

4. Extensive use of some schools of library facilities, including AV hardware and software.

5. Specially designed curricula.

6. A conscious effort in most classrooms to engage the students in language development activities, particularly oral language.

7. Sincere enthusiasm on the part of most teachers.

8. A high level of acceptance of the migrant child as a normal human being.

19. CONTINUITY IN STAFF DEVELOPMENT AND IMPROVEMENT OF INSTRUCTION THROUGH PROFESSIONAL LEADERSHIP.

See Inservice Training on pages 8, 9, and 10.

20. PROVIDING ADEQUATE LEARNING EXPERIENCES FOR DEVELOPMENT IN THE AFFECTIVE DOMAIN.

In several summer migrant programs of the state, one of the most interesting activities observed was the behavior of faculty, staff, and student body during playground activities or what is sometimes called "recess." In nearly all of the schools, it seemed to be customary for teachers and aides to turn out in full force to actually play with the children during these periods. At some of the schools, the playing was highly personalized, very happy, and gave evidence of an unusually fine affective relationship between children and adults. In these same schools where this outstanding situation existed, the good feeling was resulting in happy and realistic learning experiences in the classroom.

In one school a language arts class of ten- to twelve-year olds were writing short stories or poetry or expository impressions about their feelings, about their observations of what they saw and felt, as they sat under the trees. These

short pieces of writing were being gathered together in a booklet as a sort of class publication. These writing experiences seemed to be providing very satisfactory outlets for the children's feelings as well as a way of giving them a closer look at better understanding of their own feelings.

21. RECOGNIZING AND PROVIDING TOTAL NEEDS FOR THE INDIVIDUAL MIGRANT YOUNGSTER BY COOPERATIVE EFFORTS WITH OTHER AGENCIES.

"RECOGNIZING AND PROVIDING TOTAL NEEDS OF THE INDIVIDUAL MIGRANT YOUNGSTER" is covered in Item #2 and "BY COOPERATIVE EFFORTS WITH OTHER AGENCIES" is covered in Item #5.

22. CONTINUOUS TOTAL PARTICIPATION IN THE MIGRANT STUDENT RECORD TRANSFER SYSTEM.

Evidence of Idaho's participation in the Migrant Student Record Transfer System will be found in the statistical report.

Directors and faculty members of the various summer programs state that they are receiving more and better information on the record transfer forms. There was general evidence that these forms were being referred to and that staff and faculty were familiar with the record of individual students.

Visits to each of the Record Transfer System terminals of the state gave evidence that more information on more students was being fed through the system.

## CONCLUSIONS AND RECOMMENDATIONS

Under each of the objectives listed in the Idaho State Plan for Migrant Education in fiscal year 1973 under Title I ESEA, an attempt has been made to set forth whatever evidence was observed that these objectives were being met, or that a conscientious and effective effort was being made to meet them.

This section of the report will consist of some recommendations. It is recommended that:

1. Continuing inservice training programs be conducted. The following might be appropriate:

   a. Administrative personnel of the Local Education Agencies, specifically the directors of the summer programs, in March or April.

   b. The same general format of April and May-June workshops for all personnel.

   c. If possible, it might be helpful to have a small informal conference which would bring together those persons responsible for managing migrant housing and/or camps in the various communities.

   d. It might be profitable to have a conference, probably within the State Department of Education, which would bring together those persons involved with health services, food services, the operation of the Record Transfer System, or any persons who work under the one umbrella of the summer migrant program, or whose cooperation would be helpful to the summer migrant program.

   e. A small conference with the media people who can assist with public relations and publicity during the summer programs.

2. The opportunities for special publicity, particularly in the newspapers and on television, are tremendous and should not only be explored, but exploited.

3. Extended health services for migrant school children and their families need to be provided, but it is doubtful that this could come from funds allocated for educational purposes. Perhaps it would be wise to enlist the assistance of the appropriate state agency for health and ask them to assist in this area.

4. Teenage evening programs reach a sizable and neglected part of the school-age population who are migrants. Two procedures which might extend the effectiveness of these programs are suggested. One is that the local high school seems to be a factor in the program's success. The second is that consideration should be given to having

several school districts consolidate for their evening teenage programs and bus students to one central location. This would provide the opportunity for more varied curricular offerings and would get a large enough group of teenagers together to make it enjoyable for them. Funding would also be less of a problem.

5. The older teenage migrants who come to live in the camps are a possible source of aides for the summer migrant program. They should be qualified bilingual persons. In order to compete with the income they can earn in the fields, some of the following responsibilities might be given to them in addition to working during the regular school day:

   a. Recruitment of school-age children in the camp.

   b. Getting smaller children off to school by meeting the buses and being aware of who is on the way to school and who is not.

   c. Returning home on the buses and taking supervisory duties of those children until the parents return from work.

   All of these three activities could take place at the camp before and after school and would increase the aides' income and usefulness.

6. As a public relations and image-building possibility, schools might have a "student of the week" or a "student of the grade" for whom a short news story and picture could be sent to his hometown paper as well as the town in which he resides.

7. Employment of Spanish-English bilingual teachers and aides is recommended, regardless of surname.

8. Training for the teachers in the techniques, methodology, and materials appropriate to oral language development should be continued.

9. Teachers could make good use of informal, quick-to-administer classroom inventories in several or all of the subject matter or skill areas. These would be a tremendous help in individualizing instruction and in giving teachers a sense of security about what they are doing and how successfully they are doing it.

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